**Chapter 26: Tradition and Change in East Asia**

1. **The quest for political stability**
   1. The Ming dynasty
      1. Ming (1368-1644) (“Brilliant”) dynasty comes to power after Mongol \_\_\_\_\_\_ dynasty driven out
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government control; faced new invasions from the Mongols
         2. Rebuilt and repaired the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to prevent northern invasions
         3. Restored Chinese cultural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and civil service examinations
         4. Ming emperors encourage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Mongol names, dress
         5. Moved capital to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Ming decline
         1. Coastal cities and \_\_\_\_\_\_\_\_\_\_ disrupted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 1520s--1560s
         2. Government \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ caused by powerful eunuchs
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and peasant rebellions during the 1630s and 1640s
         4. Manchu invaders with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support led to final Ming collapse, 1644
   2. The Qing dynasty
      1. The Manchus (1644-1911), invaders from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the northeast
         1. Establish Qing (“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”) Dynasty
         2. Overwhelmed the Chinese forces; proclaimed the Qing dynasty, 1644
         3. Originally pastoral nomads, organized powerful military force
         4. Captured \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ first, then China
         5. Remained an ethnic elite; forbade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with Chinese
   3. The son of heaven and the scholar-bureaucrats
      1. Emperor considered "the son of heaven"
         1. Ming, Qing emperors considered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Hundreds of concubines, thousands of eunuch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ designs and name characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to rest of population
         4. Heavenly powers and an obligation to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the earth
      2. Governance of the empire fell to civil servants, called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         1. Ran government on a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ basis
         2. Schooled in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ texts, calligraphy
         3. Had to pass rigorous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with strict quotas
      3. The examination system and Chinese society
         1. Civil service exam intensely \_\_\_\_\_\_\_\_\_\_\_\_\_; few chosen for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ positions
         2. Others could become local \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. System created a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with best students running the country
         4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ families had some advantages over poor families
         5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ curriculum fostered common values
2. **Economic and social changes**
   1. The patriarchal family
      1. The basic unit of Chinese society was the \_\_\_\_\_\_\_\_\_\_\_\_\_; the highest value, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         1. Included duties of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to fathers, loyalty of \_\_\_\_\_\_\_\_\_\_ to the emperor
      2. Gender relations: strict patriarchal control over all females
         1. Males receive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ status
         2. Economic factor: girls join \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ family
            1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ common
         3. Men control \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
            1. Grounds: from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to talking too much
         4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of young girls increased
   2. Population growth and economic development
      1. Only \_\_\_\_\_\_\_\_% of China arable
         1. Intense, garden-style \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ necessary
         2. American food crops introduced in seventeenth century
            1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, peanuts
      2. Rebellion and war \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ population in seventeenth century
         1. Offset by increase due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ crops
      3. Population growth: 100 million in 1500, 225 million in 1750
   3. Foreign Trade
      1. Silk, porcelain, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Chinese in turn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relatively little
         1. Spices, animal skins, woolen textiles
      3. Pay for exports with \_\_\_\_\_\_\_\_\_\_\_\_ bullion from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Government and technology
      1. During Tang and Song dynasties (seventh to thirteenth century), China a world leader in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Ming and Qing governments \_\_\_\_\_\_\_\_\_\_\_\_\_\_ technological advancement, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ social instability would result
   5. Gentry, commoners, soldiers, and mean people
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classes
         1. Scholar-bureaucrats, gentry
         2. Immunity from some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, taxes, labor service
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classes
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_, artisans/workers, merchants
         2. Confucian doctrine gives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ status to peasants
      3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classes
         1. Military, beggars, \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. **The Confucian tradition and new cultural influences**
   1. The return of Christianity to China
      1. Confucianism and Christianity
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_ respectful of Chinese tradition, but won \_\_\_\_\_\_\_\_\_\_\_ converts
            1. .08% of the population
         2. Chinese had problems with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Christianity
      2. End of the Jesuit mission
         1. emperor Kangxi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Christianity
         2. \_\_\_\_\_\_\_\_ had been an important bridge between \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cultures, introducing each to the achievements of the other
4. **The unification of Japan**
   1. The Tokugawa shogunate
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rule Japan, twelfth to sixteenth century
         1. Large landholders with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ armies
         2. Emperor merely a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Tokugawa Ieyasu (r. 1600-1616) establishes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government
         1. Establishes Tokugawa dynasty (1600-1867)
      3. Control of foreign relations
         1. The shoguns adopted policy of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from outside world, 1630s
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trade was under tight restriction at the port of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Economic and social change
      1. Population growth
         1. Population \_\_\_\_\_\_\_\_\_\_\_\_\_ by a one-third from 1600 to 1700
         2. Then slow growth due to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Social change
         1. Peace undermined the social and economic role of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became prominent, and often wealthier than the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Christianity and Dutch learning
      1. Remarkable success among *daimyo*
         1. *Daimyo* also hoping to establish trade relations with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Government backlash
            1. Fear of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intrusion
            2. Confucians, Buddhists resent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ absolutism
         3. Anti-Christian campaign 1587-1639 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Christianity, executes staunch Christians
      2. Dutch learning was one limited connection to the outside world
         1. Dutch merchants permitted to trade at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. European \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ began to influence Japanese scholars